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| Unit Details: **Focus – Greetings** | |
| Year level: 3/4 Curriculum level: 2 Unit length: 5 Weeks | |
| Curriculum learning area: **Te Reo**  Strand:  Secondary Strand: NZ History, Geography | How to introduce the unit to the students (the hook):   * Put up list of Maori place names and have a Treasure Hunt to find on New Zealand map * Focus - Identifying how place names originate and used in greetings and farewell relating to location. * Greet and introduce ones self using name, iwi, family, river and mountain. |
| Organisation | Abilities/Special Needs/ESOL |
| -  - | Students supported as required.  Take in to account those with health needs and who cannot participate physically- include in support roles -timing, directing, result collecting.  ESOL students watch other students for modeling as needed.  Students work to better their own records / achievements.  Group according to classes |
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| Key Competency focus: Thinking✔ Managing Self Relating to Others ✔ Participating and Contributing ✔ Using Language, Symbols and Text✔ | |

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| Digital Literacy Focus |
| Task Definition✔ Information Seeking Strategies✔ Location and Access ✔ Use of Information✔ Synthesis  Evaluation |
| Global Learning Intentions of unit – the BIG ideas students MUST get |
| ***ACHIEVEMENT OBJECTIVES***   |  |  |  | | --- | --- | --- | | **Ētahi Horopaki mō te AkoiteReo**  **Possible Language Learning Contexts** | **Ngā Whāinga Paetae**  **Achievement Objectives** | **Ngā Ara Reo**  **Language Modes** | | **Possible sociocultural themes**  Te whānau (the family, belonging)  Kāinga noho (home)  Tūpuna (grandparents, ancestors, hapū, iwi)  Whanaungatanga (kinship, relationships, connections)  Ngā mihi (informal and formal introductions)  Ako (learning together)  Te wā (time, seasons, lunar calendar)  **Possible topics**  Whānau, hapū, iwi  My home  My classroom  My school  Origin, identity, location  **Possible text types**  Kīwaha (idioms)  Pepeha (iwi-specific sayings)  Waiata Māori (Māori songs) Whakataukī (proverbs)  Captions for pictures and photographs  Simple, short dialogues  Greeting and leave-taking routines Class timetables | **Students should be able to:**  **1.1** greet, farewell, and acknowledge people and  respond to greetings and acknowledgments;  **1.2** introduce themselves and others and respond to introductions;  **1.3 communicate about number, using days of the week, months, and dates;**  **1.4** communicate about personal information, such as name, parents’ and grandparents’ names, iwi, hapū, mountain, and river, or home town and place of family origin;  **1.5** communicate about location;  **1.6** understand and use simple politeness conventions (for example, ways of acknowledging people, expressing regret, and complimenting people);  **1.7** use and respond to simple classroom language (including asking for the word to express something in Te Reo Māori). | **Whakarongo – Listening**  **By the end of level 1, students can:**  • identify the sounds of letters of the Māori alphabet (arapū), letter  combinations, intonation, and stress  patterns;  • recognise and understand simple, familiar spoken words, phrases, and sentences.  **Pānui – Reading**  **By the end of level 1, students can:**  • identify letters of the Māori alphabet (arapū), letter combinations, basic written language conventions, and simple punctuation;  • recognise and understand simple, familiar written words, phrases, and sentences.  **Mātakitaki – Viewing**  **By the end of level 1, students can:**  • recognise the communicative significance of particular facial expressions and other body  language;  • interpret meanings that are conveyed in combinations of words and images or symbols.  **Kōrero – Speaking**  **By the end of level 1, students can:**  • imitate the pronunciation, intonation, stress, and rhythm of Māori words, phrases, and  sentences;  • respond appropriately to simple, familiar instructions and simple questions;  • ask simple questions; • initiate spoken encounters in te reo Māori, using simple greetings, questions, and statements.  **Tuhituhi – Writing**  **By the end of level 1, students can:**  • write letters and numbers; • write vowels with macrons;  • reproduce letter combinations and punctuation for Māori words, phrases, and sentences in familiar contexts;  • write simple, familiar words, phrases, and sentences using the conventions of written language, such as appropriate spelling and punctuation.  **Whakaatu – Presenting**  **By the end of level 1, students can:**  • use appropriate facial expressions, body language, and images to convey messages (with and without accompanying verbal language);  • use selected features of visual language to add meaning to simple written or oral text. | | **Te Reo resources in school** | **Briar’s resources - waiata words** |  | |
| Difficulties anticipated |
| Pronunciation |
| Key Vocabulary for this unit |
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| Assessment/culminating activity |
| Self Assessment ✔ Peer assessment  Learning reflection Presentation  Display  Podcast / wiki entry / blog entry  Performance  Practical Skills ✔ Teacher Observation ✔Learning conversation  Written assessment  e-asTTle assessment  Oral assessment  Other (describe)  **Self assessmen**t: Am I getting better?  **Presentation:**  **Practical Skills:** Greater competence and success when attempting to use Te Reo Maori  **Teacher observation**: Students use of taught skills - video evidence |

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| Unit implementation – Learning experiences and instruction | | |
| Learning Intentions  We Are Learning To... (WALT) | Learning Experiences / Activities |  |
| **Lesson 1**  Simple greeting - one - two - many  Greeting using name  Farewell  **Lesson 2**  Place names - Maori place names using natural features to identify e.g. Waiwera (water + hot)  **Lesson 3**  Waiata - learn, correctly pronounce Maori waiata.  Learn the vowel song to help our pronunciation of Maori letters.  **Lesson 4**  Learn our place name Arataki (To lead / Pathway to learning) and Wairau (an abundance of water) to use in an introduction.  [**Arataki - Waitakere Centre**](http://www.arc.govt.nz/albany/fms/main/Documents/Council/Education/LTE/LTE%202011%20Primary%20Arataki.pdf) (useful photos)  [**Wairau Stream report**](http://www2.northshorecity.govt.nz/PDFs/Stream_report/Wairau/W_T_D_Wairau_Final.pdf)- technical - good photos | Teacher use morning greeting and student response | **WALT:**  Greet and farewell one or more people.  Introduce ourselves in a greeting.  Farewell one or more people  **WALT:**  Identify Maori place names by the natural features.  Understand how place names occur.  Create our own Maori place names that describe natural features.  **WALT:**  To correctly pronounce Maori words.  Learn the Maori vowel sounds.  **WALT:**  Use natural features (mountain & river) in an introduction. |
| **Resources/Materials:**  [**MaoriLanguage.net**](http://www.maorilanguage.net/phrase_drills/index.cfm) **-** good for phrases and drills  [**Basics**](http://www.korero.maori.nz/forlearners/basics/index.html) **-** greeting - portal page  [**Te Taurawhiri**](http://www.tetaurawhiri.govt.nz/english/resources_e/links/) **-** links to other sites  [**Greeting**](http://www.youtube.com/watch?v=k6Hel6qQGH0)one - two - many (good introduction with text)  [**Greetings in Maori**](http://www.youtube.com/watch?v=tBhWrNVjd20) **-** short video mountain - stream - family - name  [**YouTube**](http://www.youtube.com/TalkMaori) **-** Talk Maori  [**Tataiako**](http://www.teacherscouncil.govt.nz/required/Tataiako.pdf) **-** Cultural Competencies for teachers  [**Te Reo Maori**](http://tereomaori.tki.org.nz/Curriculum-guidelines/The-structure-of-Curriculum-Guidelines-for-Teaching-and-Learning-Te-Reo-Maori/Achievement-objectives) **-** Curriculum guidelines  [**Te Reo Maori**](http://tereomaori.tki.org.nz/Reo-Maori-resources) **-** TKI (lots of links to other sites & resources)    **Great site - songs & words** [**matarikiwaihi**](http://matarikiwaihi.wikispaces.com/Waiata)  **Class Wiki** - [We love Te Reo](http://room4sunnynook.wikispaces.com/Te+Reo) (can be found via Middle Team wiki) | | |
| **End of unit means of recording student reflection** |  | Possible focus questions for reflection:   * How good was I before? * Did I use the taught skills? * What do I find hard? * What do I need help with? * Am I getting better? |
| **Reflection for Subsequent Planning** | | |